

# Understanding the Role of Residents as Teachers within Longitudinal Integrated Clerkship Programs

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## Research Question

To understand what opportunities students in longitudinal integrated clerkships (LICs) at UCSF have to work with resident teachers and the impact of these relationships

## Background

- LICs promote continuity of teaching, patient relationships, and clinical setting
- Compared to traditional clerkships, LICs cite more opportunities for students to serve the "doctor" role for their patients
- LIC students may have limited contact with residents
- Studies suggest value of near-peer resident teaching

Traditional Sequential Blocks					
Internal Medicine	Surgery	Family Medicine	Ob/Gyn	Psych/Neuro	Peds
Blocks with Longitudinal Ambulatory					
Internal Medicine	Surgery	Family Medicine	Ob/Gyn	Psych/Neuro	Peds
Longitudinal Ambulatory					
Longitudinal Integrated Clerkship					
Internal Medicine					
Surgery					
Family Medicine					
Ob/Gyn					
Psych/Neuro					
Peds					

Image 1: Comparison of Clerkship Formats

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Hospital Rounds	Round on student's panel patients or with attendings					
AM	Internal Medicine Clinic	Surgery Clinic or OR	Patient Panel and Self-Directed Learning	Psychiatry or Neurology Clinic	Patient Panel and Self-Directed Learning	
Noon Sessions		Small Group Case		Small Group Case		
PM	Patient Panel and Self-Directed Learning	Family Medicine Clinic	Ob/Gyn Clinic or OR	Pediatrics Clinic	Didactics & Simulation	
Evening	Pediatric Emergency Room or On-call Responsibilities					

Image 2: Sample LIC Student Schedule

## Methods

- Conducted two semi-structured focus groups with current and recent LIC students at UCSF
- Questions explored opportunities LIC students have to interact with residents and the perceived value
- Focus groups were audio-recorded, transcribed, and analyzed using thematic analysis.

## Results

### Focus Group Quotes from LIC students

#### Part I: Opportunities LIC students have to interact with residents

"Mostly inpatient"

"rarely ever on the outpatient setting which is where we spend the majority of the time"

#### Part II: Perceived professional, clinical, and personal benefits of resident teaching of medical students

"residents are closer to being in med school so they are better able to guide [us]"

"residents can really frame your learning experience"

"when residents have the bandwidth to interact with me in any capacity, its very valuable"

#### Part III: Compare the experience of residents as teachers versus attending as teachers

"if residents were less busy, I'd love to interact with them more... because I personally prefer near-peer teaching."

"[LIC students] interact less with residents, so we have less of an idea of what being a resident will be like"

## Results (continued)

- LIC students perceived minimal resident teaching
- LIC students described both positive and negative interactions with residents, often influenced by:
  - Individual resident interest in teaching
  - Defined role in teaching LIC students
- LIC students described positive relationships when they felt they added value to the team, such as:
  - Knowing their cohort patients better than the residents
  - Orienting residents to their longitudinal clinical setting
- Experiences with residents influenced perceptions about specialties and residency programs

## Conclusions

- LIC students perceive limited opportunities to interact with residents
  - Perhaps due to the way LICs were initially developed, or because resident teaching roles traditionally occur in the inpatient setting and LICs are primarily outpatient
- It is important to promote greater opportunities for LIC students to work with residents because of:
  - the value of near-peer resident teaching
  - the impact of residents on specialty choice
  - the importance of resident relationships in sub-internships

## Next Steps

- Based on insights from these focus groups, we plan to survey both UCSF LIC and traditional students to quantify student-resident interactions, their experiences, and factors that contribute to positive relationships

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